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ABSTRACT

The 1970 Kansas Legislature created a Master Planning Commission on Postsecondary Education. A major charge of the Commission was to determine what the optimum role, financial structure, and school organization should be for (1) community junior colleges offering one or more of the following educational programs: 2-year general, terminal, technical, occupational, and transfer courses; and (2) vocational education schools offering general, occupational, vocational, and technical programs. Three studies were conducted within this frame of reference: (1) a study of June 1970 Kansas community junior college graduates to determine their evaluation of their junior college experience and an indication of their current status and future plans; (2) a comparison of the background and self-evaluation of four groups of junior college students (categorized on the basis of their length of attendance at the junior college and whether or not they transferred to a 4-year college); and (3) a comparison of junior college students and vocational-technical students in terms of their background and self-evaluation. The last two studies include separate analyses for male and female students. Copies of the questionnaires are appended. (AL)

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KANSAS MASTER PLANNING COMMISSION REPORTS: A STUDY OF THE KANSAS COMMUNITY JUNIOR COLLEGE GRADUATES OF JUNE 1970, A COMPARISON OF FOUR GROUPS OF KANSAS COMMUNITY JUNIOR COLLEGE STUDENTS, AND A COMPARISON OF KANSAS COMMUNITY JUNIOR COLLEGE STUDENTS WITH KANSAS VOCATIONAL-TECHNICAL STUDENTS

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LOS ANGELES

MAY 9 1972

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Introduction

The 1970 Legislature of the State of Kansas created a Master Planning Commission on Postsecondary Education. Among the charges to the Commission were the following:

> Determine what the optimum role, financial structure, and school organization should be for:
>
> 1. Community junior colleges offering one or more of the following educational programs: two-year general, terminal, technical, occupational, and transfer type courses;
>
> 2. Vocational education schools offering general, occupational, vocational, and technical programs.

Although the Commission is presently focusing on an Educational Model, three survey and analytical studies were done involving students from the Kansas Community Junior Colleges. These three studies were:

1. A Study of Kansas Community Junior College Graduates of June 1970.

2. A Comparison of Four Groups of Kansas Community Junior College Students.

3. A Comparison of Kansas Community Junior College Students With Kansas Vocational-Technical School Students.

Although this presentation was to focus on 1970 graduates, it has been expanded to include the last two studies.

Kansas Community Junior College Graduates of 1970

In the Spring of 1968, Kansas high school seniors were given the opportunity to participate in The American College Testing Program. Many of the seniors indicated at that time that their scores were to be sent to one or more of the then existing sixteen Kansas community junior colleges. A list of these students was obtained for each of the colleges and these lists were sent to each college in the Fall of 1970 asking them to

indicate the students who had received the Associate of Arts degree in June of 1970. During January of 1971, a questionnaire entitled Inquiry to Graduates of Kansas Community Junior Colleges (see Appendix) was sent to 1,662 graduates who completed a previous questionnaire during the 1968-69 school year.[1] Each student was mailed the Inquiry with a stamped envelope in which to return the completed questionnaire. A total of 951 completed questionnaires were mailed back yielding a 57.22 percent return.

The results of the analysis of the returns must be judged in terms of the representativeness of the sample of graduates obtained. One might ask the question: Were the graduates who returned questionnaires different than the graduates who failed to return questionnaires? The two groups differed significantly as to mean scores on the "composite score" of the American College Test Battery. The mean for the respondent group was 19.67 as compared to the mean of 18.51 for the non-respondent group. Other comparisons showed that the two groups were quite comparable on such items as: (1) level of formal education attained by the father, (2) income of the parental family, and (3) average grade in high school. Nevertheless, the respondent group must be judged to be somewhat different than the non-respondent group. Therefore, the results of the analysis, in the strictest sense, pertain only to the graduates who returned questionnaires.

Tabulated results are available for each of the items used in the questionnaire. The following are typical:

1. How would you now rate the faculty in the junior college you attended?

	N	%
Very inferior	3	0.41
Inferior	42	5.70
Good	311	42.19
Very good	315	42.74
Superior	66	8.96
No Reply	0	0.00
	737	100.00

[1] Kenneth E. Anderson and Robert D. Michal. "Inventory of Certain Characteristics and Opinions of Kansas Community Junior College Students." Kansas Studies in Education, 20 (February, 1970) 1-28.

2. Now that you are in a senior college, do you feel that your junior college instructors demanded enough of you academically?

	N	%
Yes	507	68.79
No	226	30.67
No Reply	4	0.54
	737	100.00

Rather than list the results as shown above in a series of tables, it was decided to make a list of statements to highlight the responses of the graduates. These are:

1. About 78 percent of the graduates indicated they were attending a college or university and about 18 percent said they were employed either part-time or full-time.
2. Of the 78 percent attending a college or university, about 90 percent said they were enrolled at a Kansas institution.
3. In rating the education received in the community junior colleges in regard to preparation for additional college work, the results were: (1) good: 40 percent; (2) very good: 40 percent; and (3) superior: 11 percent. The terms "very inferior" and "inferior" were used in only 7 percent of the cases.
4. The students rated the community junior college faculty members as follows: (1) good: 42 percent; (2) very good: 43 percent; and (3) superior: 9 percent. The terms "very inferior" and "inferior" were used in only 6 percent of the cases.
5. About 69 percent of the graduates now in senior colleges felt their community junior college instructors demanded enough of them academically.
6. Upon graduation from the senior colleges or universities, about 21 percent said they would go on for graduate work.
7. About 85 percent of the graduates said they would attend a junior college if they had a chance to start over again.

8. About 24 percent of the graduates experienced transfer problems (loss of credits or grades) upon entering the senior colleges. However, only 15 percent felt the problem was "very serious."
9. Of the graduates who were employed or unemployed (not in college), about 62 percent felt the need for more education and training. About 46 percent of these said they would go to a four-year college or university.
10. About 88 percent of the graduates who were employed or unemployed (not in college), indicated they would attend a junior college if they had a chance to start over again.
11. About 40 percent of the graduates employed or unemployed (not in college), said that the education and training received in the junior college helped them to obtain their first job after graduation.
12. About 19 percent of those working or unemployed (not in college), said they considered attending a vocational-technical school rather than a junior college.
13. The following were the results with regard to earnings per week by the graduates employed (not in college): (1) under $100: 63 percent; (2) $100 to $199: 25 percent; and (3) $200 or over: 3 percent.
14. Of the graduates attending senior colleges and universities in Kansas: (1) about 90 percent were in attendance at the six schools under the Board of Regents; (2) about 2 percent were at Washburn University; and (3) about 5 percent were in attendance at the private colleges in Kansas. The rank order from most to least for those in attendance at the six schools under the Board of Regents

was: (1) Kansas State University; (2) Kansas State College of Pittsburg, (3) Kansas State Teachers College (Emporia); (4) Fort Hays Kansas State College; (5) Wichita State University; and (6) University of Kansas.

15. The 21 percent who intend to go on to graduate work after obtaining a Bachelor's degree at a Kansas institution replied as follows: (1) University of Kansas: 22 percent; (2) Kansas State University: 16 percent; (3) Kansas State College of Pittsburg: 16 percent; (4) Wichita State University: 10 percent; (5) Kansas State Teachers College (Emporia): 10 percent; (6) Fort Hays Kansas State College: 8 percent; and (7) Washburn University: 5 percent.
16. The top five major areas of study in rank order pursued by community junior college graduates in Kansas senior institutions were: (1) education; (2) business and related areas; (3) social sciences; (4) engineering and related areas; and (5) English and related areas.
17. The top four types of work in rank order engaged in by the employed junior college graduates (not in college) were: (1) secretarial or related work; (2) sales; (3) labor (production work); and (4) clerking.

A Comparison of Four Groups of Kansas Community Junior College Students

Introduction

During the school year 1968-69, all of the students in the then existing community junior colleges were asked to complete an inquiry consisting of 158 items covering such areas as:

1. Socioeconomic backgrounds.

2. Occupational and educational aspirations.

3. Appraisal of the guidance and counseling received.

4. Self-evaluation of traits and abilities.

5. Evaluation of the college climate and atmosphere.

6. Reasons for and factors influencing college attendance.

The results of this study appeared in an issue of Kansas Studies in Education[2] and form a basis for the present study.

In October, 1970, the sixteen community junior colleges were furnished a list of names of students who participated in the American College Testing Program as high school seniors in the spring of 1968 and who at that time indicated they intended to enroll at one of the colleges. The colleges were asked to classify the students into the categories[3] listed below:

1. Attended a Kansas community junior college, did not graduate, and did not pursue additional education at a Kansas four-year institution (Males: 882; Females: 658).

2. Completed a program (graduated) at a Kansas community junior college but did not pursue additional education at a Kansas four-year institution (Males: 152; Females: 176).

3. Attended a Kansas community junior college, did not graduate, but did pursue additional education at a Kansas four-year institution (Males: 318; Females: 176).

4. Attended a Kansas community junior college, did graduate, and did pursue additional education at a Kansas four-year institution (Males: 512; Females: 310).

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[2] Ibid.

[3] The numbers in parentheses after each category are the numbers of males and females in that category as marked by the colleges.

One might ask the question of whether or not the above sample group of 3,184 (1,864 males and 1,320 females) students was representative of the original group of 7,734 (4,725 males and 3,009 females) students in the Anderson-Michal study.[4] The two groups were compared on three items appearing in Table 1. The technique of analysis of variance was used to make these comparisons.[5] In terms of the results in Table 1, one can say that

TABLE 1
COMPARISON OF ORIGINAL AND
SAMPLE GROUPS ON THREE ITEMS

Item	D.F.	F Ratio	Probability	Means
1. Level of Formal Education Attained by Father				
Original Male Group	1-6505	3.57	P>.05	50.21
Sample Male Group				50.68
Original Female Group	1-4254	2.62	P>.05	50.11
Sample Female Group				50.61
2. Level of Formal Education Attained by Mother				
Original Male Group	1-6519	18.18	P<.01	49.47
Sample Male Group				50.55
Original Female Group	1-4259	18.61	P<.01	49.66
Sample Female Group				50.97
3. Average Grade in High School				
Original Male Group	1-6487	13.17	P<.01	49.99
Sample Male Group				50.92
Original Female Group	1-4266	1.56	P>.05	49.90
Sample Female Group				50.29

[4] Anderson and Michal, op. cit.

[5] Kenneth E. Anderson. A Parametric Method For Processing Categorical Data Having an Underlying Continuum. Unpublished paper, 1970, 7 pp.

the Sample Group is somewhat different from the Original Group but perhaps not sufficiently so as to cast serious doubts on the results obtained.

The four groups were compared on twenty-three items by the technique of analysis of variance along with a suitable test for "a posterior comparisons."[6] Each of the twenty-three items called for a response from the students. The responses ranged from a high one to a low one. Table 2 is illustrative of the responses obtained for the twenty-three items from the 3,184 students.

TABLE 2
RESPONSES OF FEMALES TO THE
FOLLOWING ITEM: WHAT WAS YOUR AVERAGE
GRADE IN HIGH SCHOOL?

Response	Groups*							
	I		II		III		IV	
	N	%	N	%	N	%	N	%
A or A+	17	2.60	5	2.88	3	1.70	24	8.56
A-	39	5.95	16	9.09	20	11.36	33	11.79
B+	82	12.52	47	26.70	35	19.89	64	22.86
B	175	26.72	55	31.25	53	30.12	87	31.07
B-	100	15.27	23	13.07	26	14.77	37	13.21
C+	119	18.17	20	11.36	22	12.50	22	7.86
C	118	18.02	10	5.68	17	9.66	12	4.29
D	5	0.75	0	0.00	0	0.00	1	0.36
Total	655	100.00	176	100.00	176	100.00	280	100.00

*Group 1: Attended, did not graduate, and did not continue.
Group 2: Graduated and did not continue.
Group 3: Attended, did not graduate, but transferred.
Group 4: Graduated and transferred.

The twenty-three items used in these comparisons were:

1. How old will you be on Dec. 31 of this year?

2. How many students were in your high school graduating class?

3. What is the highest level of formal education attained by your father?

4. What is the highest level of formal education attained by your mother?

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6 Ibid.

5. What was your average grade in high school?

6. How would you rate the educational opportunities offered by your high high school in regard to preparation for college work?

7. How satisfied were you with your academic achievement in high school?

8. How would you rate yourself in terms of intellectual curiosity? (Do you frequently ask yourself why a particular thing is so or how do I know it is true?)

9. How would you rate yourself in terms of willingness to stand discomfort (a cold, illness, etc.) in completion of a given task?

10. How would you rate yourself in terms of willingess to spend time, beyond the ordinary schedule, in completion of a given task?

11. How would you rate yourself in terms of questioning the absolute truth of statements from textbooks, newspapers, and magazines or of statements made by persons in position of authority such as teachers, lecturers, and professors?

12. What is your best estimate of the total income of your parental family (not your own family if you are married)? Consider annual income from all sources before taxes.

13. How would you rate yourself on academic ability?

14. How would you rate yourself on athletic ability?

15. How would you rate yourself on artistic ability?

16. How would you rate yourself on drive to achieve?

17. How would you rate yourself on leadership ability?

18. How would you rate yourself on mathematical ability?

19. How would you rate yourself on mechanical ability?

20. How would you rate yourself on originality?

21. How would you rate yourself on public speaking ability?

22. How would you rate yourself on self-confidence (intellectual)?

23. How would you rate yourself on writing ability?

The Results of the Analysis

The following statements are intended to highlight the results of the analysis. The statements are based on significant differences among the means of the four groups.

Males. One may make the following statements with regard to the four male groups:

1. The male students in Group 2 were older than the male students in Groups 3 and 4.
2. The male students in Groups 1 and 3 had been members of larger sized high school graduating classes than was true for the male students in Groups 2 and 4.
3. The fathers of the male students in Groups 3 and 4 had achieved a higher level of formal education than was true of the fathers of the male students in Groups 1 and 2.
4. The mothers of the male students in Groups 3 and 4 had achieved a higher level of formal education than was true of the mothers of the male students in Groups 1 and 2.
5. The male students in Group 4 had earned a higher high school grade average than was true of the male students in Groups 1, 2, and 3; and the male students in Groups 2 and 3 had earned a higher high school grade average than was true of male students in Group 1.
6. The male students in Group 3 rated the "educational opportunities offered by their high schools in regard to preparation for college work" higher than did the male students in Group 4.
7. The male students in Group 2 were more satisfied with their academic achievement in high school than were the male students in Groups 1 and 3. Also, Group 4 rated their satisfaction higher than did the students in Group 1.
8. The male students in Groups 2 and 3 rated themselves higher than did the male students in Group 4 relative to "intellectual curiosity." The same was true for Group 3 relative to the students in Group 1.

Group 1: Attended, did not graduate, and did not continue.
Group 2: Graduated and did not continue.
Group 3: Attended, did not graduate, but transferred.
Group 4: Graduated and transferred.

9. The male students in Groups 2 and 3 rated themselves higher than did the male students in Group 4 in terms of "willingness to stand physical discomfort in completion of a given task."
10. The male students in Groups 1, 2, and 3 rated themselves higher than did the male students in Group 4 in terms of "willingness to spend time beyond the ordinary schedule in completion of a given task."
11. The male students in Groups 1, 2, and 3 rated themselves higher than did the male students in Group 4 in terms of "questioning the truth from various sources."
12. The male students in Groups 1, 2, and 3 estimated the total income of their parental families to be higher than those of the male students in Group 4. The same was true of the male students in Group 3 when contrasted to the male students in Group 2.
13. The male students in Group 4 rated themselves higher than did the male students in Groups 1, 2, and 3 relative to "academic ability." The same was true of the male students in Groups 2 and 3 when contrasted to the male students in Group 1.
14. The male students in Group 4 rated themselves higher than did the male students in Groups 1, 2, and 3 relative to "athletic ability." The same was true of the male students in Groups 2 and 3 when contrasted to the male students in Group 1.
15. The male students in Group 4 rated themselves higher than did the male students in Groups 1, 2, and 3 relative to "artistic ability."
16. The male students in Group 3 rated themselves higher than did the male students in Groups 1 and 4 relative to "drive to achieve."
17. The male students in Group 4 rated themselves higher than did the male students in Groups 1, 2, and 3 relative to "leadership ability."

Group 1: Attended, did not graduate, and did not continue.
Group 2: Graduated and did not continue.
Group 3: Attended, did not graduate, but transferred.
Group 4: Graduated and transferred.

The same was true of male students in Group 3 when contrasted to the male students in Groups 1 and 2.

18. The male students in Group 4 rated themselves higher than did the male students in Groups 1, 2, and 3 relative to "mathematical ability."
19. The male students in Groups 2 and 4 rated themselves higher than did the male students in Group 3 relative to "mechanical ability."
20. The male students in Group 4 rated themselves higher than did the students in Groups 1, 2, and 3 relative to "originality."
21. The male students in Groups 3 and 4 rated themselves higher than did the male students in Groups 1 and 2 relative to "public speaking ability."
22. The male students in Group 4 rated themselves higher than did the male students in Groups 1, 2, and 3 relative to "self confidence (intellectual)." The same was true for male students in Group 3 when contrasted to the male students in Group 1.
23. The male students in Group 4 rated themselves higher than did the male students in Groups 1, 2, and 3 relative to "writing ability."

Females. One may make the following statements with regard to the four female groups:

1. The female students in Group 1 had been members of larger sized high school graduating classes than was true for the female students in Group 2.
2. The fathers of the female students in Groups 3 and 4 had achieved a higher level of formal education than the fathers of the female students in Groups 1 and 2.

Group 1: Attended, did not graduate, and did not continue.
Group 2: Graduated and did not continue.
Group 3: Attended, did not graduate, but transferred.
Group 4: Graduated and transferred.

3. The mothers of the female students in Group 3 and 4 had achieved a higher level of formal education than the mothers of the female students in Groups 1 and 2.
4. The female students in Group 4 had earned a higher high school grade average than was true of the female students in Groups 1 and 3. The same was true for the female students in Groups 2 and 3 when contrasted to the female students in Group 1.
5. The female students in Groups 2 and 3 rated the "educational opportunities offered by their high schools in regard to preparation for college work" higher than did the female students in Group 4.
6. The female students in Groups 1, 2, and 3 rated themselves higher than did the female students in Group 4 relative to "intellectual curiosity."
7. The female students in Groups 1, 2, and 3 rated themselves higher than did the female students in Group 4 relative to "willingness to stand physical discomfort in completion of a given task."
8. The female students in Groups 1, 2, and 3 rated themselves higher than did the female students in Group 4 in terms of "willingness to spend time beyond the ordinary schedule in completion of a given task."
9. The female students in Groups 1 and 2 rated themselves higher than did the female students in Groups 3 and 4 in terms of "questioning the truth from various sources."
10. The female students in Group 3 estimated the total income of their parental families to be higher than did the female students in Groups 2 and 4. The same was true of those female students in Group 2 when contrasted to the female students in Group 4.

Group 1: Attended, did not graduate, and did not continue.
Group 2: Graduated and did not continue.
Group 3: Attended, did not graduate, but transferred.
Group 4: Graduated and transferred.

11. The female students in Group 4 rated themselves higher than did the female students in Groups 1, 2, and 3 relative to "academic ability." The same was true of the female students in Group 2 and 3 when contrasted to the female students in Group 1.
12. The female students in Group 4 rated themselves higher than did the female students in Groups 1, 2, and 3 relative to "athletic ability." The same was true of the female students in Group 3 when contrasted to the female students in Group 1.
13. The female students in Group 4 rated themselves higher than did the female students in Groups 1, 2, and 3 relative to "artistic ability."
14. The female students in Group 4 rated themselves higher than did the female students in Groups 1, 2, and 3 relative to "leadership ability." The same was true for the female students in Group 3 when contrasted to the female students in Group 1.
15. The female students in Group 4 rated themselves higher than did the female students in Groups 1, 2, and 3 relative to "mathematical ability."
16. The female students in Group 4 rated themselves higher than did the female students in Groups 1, 2, and 3 relative to "mechanical ability."
17. The female students in Group 4 rated themselves higher than did the female students in Groups 1, 2, and 3 relative to "originality."
18. The female students in Group 4 rated themselves higher than did the female students in Groups 1, 2, and 3 relative to "public speaking ability."
19. The female students in Group 4 rated themselves higher than did the students in Groups 1, 2, and 3 relative to "self confidence

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Group 1: Attended, did not graduate, and did not continue.
Group 2: Graduated and did not continue.
Group 3: Attended, did not graduate, but transferred.
Group 4: Graduated and transferred.

(intellectual)." This was true of the female students in Group 3 when contrasted to the female students in Group 1.

20. The female students in Group 4 rated themselves higher than did the students in Groups 1, 2, and 3 relative to "writing ability."

Summary

It is apparent from the above discourse that significant differences among the four male groups were somewhat more frequent than for the four female groups on the items examined.

It is also apparent that the males and females in Groups 3 and 4 were different from and had more going for them in terms of the items examined than was the case for the males and females in Groups 1 and 2.

In addition, the males and females in Group 4 rated themselves significantly higher on more of the ability items (academic, athletic, artistic, leadership, mathematical, originality, public speaking, self confidence (intellectual), and writing ability) than did the males and females in Groups 1, 2, and 3. One might conclude in terms of these findings that the students in Group 4 had a higher potential for success in future college work than the students in the other three groups. This statement is supported by the results relative to the mean scores obtained by the four groups on the tests given in the American College Testing Program. The academic tests cover four subject areas: (1) English Usage, (2) Mathematical Usage, (3) Social Studies Reading, and (4) Natural Science Reading. There is a fifth test score called the composite score which is an average of the four tests. All the scores used were standard scores.

Table 3 shows the results of the analysis of the four sets of test scores and the composite score. In order to read this table, let us examine the "significant differences among means" column for Mathematical Usage.

Group 1: Attended, did not graduate, and did not continue.
Group 2: Graduated and did not continue.
Group 3: Attended, did not graduate, but transferred.
Group 4: Graduated and transferred.

TABLE 3
COMPARISON OF THE FOUR GROUPS***
ON ACT SCORES

Test	Group Means # 1	2	3	4	Order of Means - High to Low	Significant Differences Among Means
English Usage	16.22	18.03	17.51	18.14	4-2-3-1	4-1* 2-1* 3-1*
Mathematics Usage	15.84	17.58	18.02	19.30	4-3-2-1	4-1* 3-1* 4-2* 2-1* 4-3*
Social Studies Reading	17.27	18.63	19.49	19.99	4-3-2-1	4-1* 3-1* 4-2* 2-1*
Natural Sciences Reading	18.21	19.38	19.37	20.36	4-2-3-1	4-1* 2-1* 4-3** 3-1* 4-2**
Composite Score	17.00	18.74	18.74	19.58	4-3-2-1	4-1* 3-1* 4-2* 2-1* 4-3**

Group 1: Attended, did not graduate, and did not continue (N=1468).
Group 2: Graduated and did not continue (N=317).
Group 3: Attended, did not graduate, but transferred (N=472).
Group 4: Graduated and transferred (N=802).

*Significant at the 1 percent level.
**Significant at the 5 percent level.
***Males and Females combined.

It reads: 4-1*, 4-2*, 4-3*, 3-1*, and 2-1*. The five sets of numbers indicate that the students in Group 4 scored significantly higher on Mathematics Usage Test than did the students in Groups 1, 2, and 3. Also that the students in Groups 2 and 3 scored significantly higher on this test than did the students in Group 1. The single * indicates that the differences between the means of the two groups was significant at the 1 percent level. The ** indicates significance at the 5 percent level.

It must be pointed out that although significant differences among

the means of the four groups were established on the five tests, considerable overlap was present in the five distributions for the four groups. For example, the standard deviations for the four groups on the Composite score were: (1) Group 1: 5.79; (2) Group 2: 5.77; (3) Group 3: 5.97; and (4) Group 4: 5.93.

It is apparent from the data presented that the students in Group 4 had a higher potential for success in future college work than the students in the other three groups. Too, that the students in the other groups could be ranked in this order in terms of potential for future college work: (1) Group 3, (2) Group 2, and (3) Group 1.

Comparison of Kansas Community Junior College Students with Kansas Vocational-Technical School Students

Introduction

The two groups of students being compared were 4,725 male and 3,009 female community junior college students[7] and 1,731 male and 593 female vocational-technical students who completed identical questionnaire items about two years apart. More community junior college students in the then existing sixteen community junior colleges were involved than in the fourteen existing area vocational-technical schools. The relative returns were about 90 and 50 percent respectively. Despite the above limitations, it is thought that the comparisons which follow are fairly valid.

The two groups were compared on thirty-three items by the technique of analysis of variance along with a suitable test for "a posterior comparisons."[8] Each of the twenty-three items called for a response from the students. The responses ranged from a high one to a low one similar to the responses shown in Table 2. The items used in this study were the same as in the previous

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[7] Anderson and Michal, op. cit.

[8] Anderson, op. cit.

study but ten additional items were examined as follows:

1. How would you rate yourself on cheerfulness?
2. How would you rate yourself on defensiveness?
3. How would you rate yourself on political conservatism?
4. How would you rate yourself on political liberalism?
5. How would you rate yourself on popularity?
6. How would you rate yourself on popularity with the other sex?
7. How would you rate yourself on sensitivity to criticism?
8. How would you rate yourself on self-confidence (social)?
9. How would you rate yourself on stubbornness?
10. How would you rate yourself on understanding others?

Results of the Analysis

Males. In comparing the male students, one can make the following statements in terms of one group or the other:

1. The community junior college students were in somewhat larger sized graduating classes than the vocational-technical students.
2. The vocational-technical students were older.
3. The levels of formal education of the fathers and mothers were higher for the community junior college group than for the vocational-technical group.
4. The vocational-technical students were more satisfied with their academic achievement in high school but less so with their preparation for additional schooling beyond high school.
5. The community junior college group rated themselves higher than the vocational-technical group on the following three items: (1) intellectual curiosity; (2) willingness to stand discomfort in completion of a given task; and (3) questioning the absolute truth of statements from textbooks, newspapers, and magazines or of

statements made by persons in position of authority such as teachers, lecturers, and professors. The reverse was true for the following item: willingness to spend time beyond the ordinary schedule in completion of a given task.

6. The community junior college group had a better grade record in the high school than did the vocational-technical group.
7. The total income of the parental family was higher for the community junior college group than it was for the vocational-technical group.
8. The community junior college students rated themselves higher than the vocational-technical students on the following traits: (1) academic ability, (2) athletic ability, (3) leadership ability, (4) originality, (5) political conservatism, (6) political liberalism, (7) public speaking ability, (8) self-confidence (intellectual), (9) self-confidence (social), (10) stubbornness, and (11) understanding others, and (12) writing ability.
9. The vocational-technical students rated themselves higher than the community junior college students on the following traits: (1) artistic ability, (2) drive to achieve, (3) mathematical ability, and (4) mechanical ability.

Females. In comparing the female students, one can make the following statements in terms of one group or the other:

1. The community junior college students were in somewhat larger sized graduating classes than the vocational-technical students.
2. The vocational-technical students were older.
3. The levels of formal education of the fathers and mothers were higher for the community junior college group than for the vocational-

technical group.

4. The community junior college and vocational-technical groups were about equally satisfied with their academic achievement in high school but the community junior college students rated their preparation in high school higher in terms of readiness for further work beyond the high school.
5. No differences in ratings were apparent between the groups relative to the four traits: (1) intellectual curiosity; (2) willingness to stand discomfort in completion of a given task; (3) willingness to spend time beyond the ordinary schedule in completion of a given task; and (4) questioning the absolute truth of statements from textbooks, newspapers, and magazines or of statements made by persons in position of authority such as teachers, lecturers, and professors.
6. The community junior college group had a better grade record in high school than did the vocational-technical group.
7. The total income of the parental family was about equal for the two groups.
8. The community junior college students rated themselves higher than the vocational-technical students on the following traits: (1) academic ability, (2) originality, (3) political conservatism, (4) political liberalism, (5) public speaking ability, (5) self-confidence (intellectual), and (6) stubbornness.
9. The vocational-technical students rated themselves higher than the community junior college students on the following traits: (1) athletic ability, (2) artistic ability, (3) mathematical ability, and (4) mechanical ability.

Summary

It is obvious from the above that more significant differences existed among the male groups than the female groups and that in terms of the items considered, the community junior college group seemed to be a somewhat different group or that the community junior college students had more going for them as a group than was the case for the vocational-technical students.

INQUIRY TO GRADUATES*
OF KANSAS
COMMUNITY JUNIOR COLLEGES

Dear Graduate:

The State of Kansas is conducting a comprehensive study of higher education and needs your participation and cooperation. This questionnaire is part of the study and it should take only about ten minutes of your time. Please complete it and mail it in the enclosed stamped envelope.

Directions:

The questionnaire has been designed in such a way that you help us in coding your answers.

Below most of the questions there are code numbers. When you have made your choice, enter the corresponding number in the square to the right. Thus, if you are a female student, your answer to question 1 "What is your sex?" will be:

1 - Male
2 - Female

2	1

Disregard the numbers to the right of the squares. They only indicate the column in which your code symbol will be punched. In a few instances, you are asked to write out the answer. Please print or write clearly.

Your replies to the questions will be held in strictest confidence. Only your college officials and the research team will see your replies. By answering the questions honestly and correctly you will give us information which will be most useful in completing an important study of Kansas community junior colleges.

First, complete the section below on Personal Data.

Personal Data:

A. What is your full name?

_____
Last First Middle

B. A married woman should give her maiden name.

_____

C. What was the name of your junior college?

_____

*In some instances, a student attended a junior college and did not graduate but did transfer to a senior college. If this is true of you, consider yourself a junior college graduate when answering the questionnaire.

1. What is your sex?
   1 - Male
   2 - Female

1

2. What are you doing at the present time?
   1 - Attending a college or university
   2 - Employed part-time or full-time
   3 - Unemployed or looking for work
   4 - In the military
   5 - Other (Describe) _____

2

If your answer to question 2 was response 1 (attending a college or university, answer the questions in the left-hand column.

If your answer to question 2 was response 2 (employed part-time or full-time) or response 3 (unemployed), answer the questions in the right-hand column.

Attending A College or University	Employed Part-time or Full-time
1. Are you attending a Kansas senior college? 1 - Yes 2 - No 1	1. If you are working, please describe the work you are doing. _____ _____ _____ 1
2. If your answer to question 1 was yes, name the college. _____ 2	2. Is the job you now hold related to the program you took in your junior college? 1 - Yes 2 - No 2
3. How would you now rate the education you received in your junior college in regard to preparation for work in the college you are now attending? 1 - Very inferior 2 - Inferior 3 - Good 4 - Very good 5 - Superior 3	3. Do you now feel the need for more education and training? 1 - Yes 2 - No 3

Attending A College or University

4. How would you now rate the faculty in the junior college you attended?
   1 - Very inferior
   2 - Inferior
   3 - Good
   4 - Very good
   5 - Superior
   ☐ 4

5. Now that you are in a senior college, do you feel that your junior college instructors demanded enough of you academically?
   1 - Yes
   2 - No
   ☐ 5

6. Upon graduation from the college or university you are now attending, do you expect to go on to graduate work in a Kansas institution?
   1 - Yes
   2 - No
   3 - Undecided
   ☐ 6

7. If your answer to question 6 was yes, please name the institution.

   _____ 7

8. What is your major area of study in the college you are now attending?

   _____ 8

Employed Part-time or Full-time

4. If your answer to question 3 was yes, to which of the following schools would you go?
   1 - A junior college for additional work
   2 - A Kansas vocational-technical school
   3 - A private vocational-technical school
   4 - A four-year college or university
   5 - A private business college
   6 - Other (Describe)

   _____
   _____
   ☐ 4

5. How would you now rate the faculty in the junior college you attended?
   1 - Very inferior
   2 - Inferior
   3 - Good
   4 - Very good
   5 - Superior
   ☐ 5

6. How would you now rate the counseling and guidance you received in the junior college you attended with regard to personal problems?
   1 - Very inferior
   2 - Inferior
   3 - Good
   4 - Very good
   5 - Superior
   ☐ 6

Attending A College or University

9. How would you now rate the counseling and guidance you received in the junior college you attended with regard to personal problems?
   1 - Very inferior
   2 - Inferior
   3 - Good
   4 - Very good
   5 - Superior
   [ ] 9

10. How would you now rate the counseling and guidance you received in the junior college you attended with regard to college programs in senior colleges?
   1 - Very inferior
   2 - Inferior
   3 - Good
   4 - Very good
   5 - Superior
   [ ] 10

11. If you had a chance to start over again, would you attend a junior college prior to attending a senior college?
   1 - Yes
   2 - No
   [ ] 11

12. Did you experience transfer problems (loss of credit or grades) upon entering the senior college?
   1 - Yes
   2 - No
   [ ] 12

Employed Part-time or Full-time

7. How would you now rate the counseling and guidance you received in your junior college with regard to an occupational choice or jobs?
   1 - Very inferior
   2 - Inferior
   3 - Good
   4 - Very good
   5 - Superior
   [ ] 7

8. If you had a chance to start over again, would you attend a junior college?
   1 - Yes
   2 - No
   [ ] 8

9. Do you feel that the education and training you received in your junior college helped you to obtain your first job after graduation?
   1 - Yes
   2 - No
   [ ] 9

10. How would you now rate the education you received in your junior college?
   1 - Very inferior
   2 - Inferior
   3 - Good
   4 - Very good
   5 - Superior
   [ ] 10

11. Now that you are working or are no longer connected with the junior college as a student, do you feel that your junior college instructors demanded enough of you in your courses?
   1 - Yes
   2 - No
   [ ] 11

Attending A College or University

13. If your answer to question 12 was yes, how serious do you regard?
    1 - Very serious
    2 - Somewhat serious
    3 - A minor problem
    ☐ 13

Employed Part-time or Full-time

12. If you are working, how much does the job you hold pay you per week?
    1 - Less than $50
    2 - $50 to $74
    3 - $75 to $99
    4 - $100 to $124
    5 - $125 to $149
    6 - $150 to $174
    7 - $175 to $199
    8 - $200 or more
    ☐ 12

13. Did you consider attending a Kansas vocational-technical school rather than a junior college?
    1 - Yes
    2 - No
    ☐ 13

INQUIRY

TO

KANSAS

COMMUNITY JUNIOR COLLEGE STUDENTS

November 1968

The Inquiry was prepared by Kenneth E. Anderson and Robert D. Michal of the School of Education of the University of Kansas in Lawrence; and Carl L. Heinrich of the State Department of Public Instruction in Topeka. Permission was obtained from the American Council on Education to include items from the 1966 and 1967 Student Information Form.

This research project is supported by a grant from the Bureau of Research, Office of Education, United States Department of Health, Education, and Welfare.

INQUIRY TO KANSAS COMMUNITY JUNIOR COLLEGE STUDENTS

Dear Student:

You are one of about 13,000 who is attending a Kansas Community Junior College. Your cooperation will help us make junior college experiences more worthwhile for future students.

Your replies to the questions will be held in strictest confidence. Only your college officials and the research team will see your replies. By answering the questions honestly and correctly you will give us information which will be most useful in completing an important study of Kansas Community Junior Colleges.

Please fill out the questionnaire as accurately as possible.

Directions:

The questionnaire has been designed in such a way that you help us in coding your answers.

Below most of the questions there are code numbers. When you have made your choice, enter the corresponding number in the square to the right. Thus, if you are a female student, your answer to question 1 "What is your sex?" will be:

1 - Male
2 - Female

2	1

Disregard the numbers to the right of the squares. They only indicate the column in which your code symbol will be punched.

First, complete the section below on Personal Data.

Personal Data:

A. What is your full name?

_____
Last First Middle

B. A married woman should also give her maiden name:

_____

C. What is your home address? _____
Street

_____
City State Zip Code

D. What is your college address? _____
Street City

E. What is the name of your junior college? _____

F. What was the name of your high school? _____

G. What is your Social Security number? _____

Now, turn the page and proceed to the numbered questions. Indicate your answer by writing a code number in the square to the right of each question.

QUESTIONS

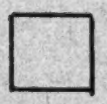
1. What is your sex?
   1 - Male
   2 - Female

1

2. Is this your first enrollment in college since graduating from high school?
   1 - Yes
   2 - No

2

3. If your answer to question 2 was no, how many semesters have you attended this college?
   1 - One semester
   2 - Two semesters
   3 - Three semesters
   4 - Four semesters



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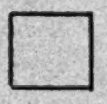
4. Which of the following programs are you in?
   1 - Academic
   2 - Vocational
   3 - Technical
   4 - Adult Non Credit



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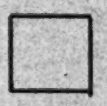
5. Do you classify yourself as a full time student?
   1 - Yes
   2 - No



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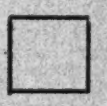
6. Are you married?
   1 - Yes
   2 - No



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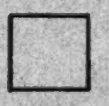
7. How old will you be on December 31 of this year?
   1 - 16 or younger
   2 - 17
   3 - 18
   4 - 19
   5 - 20
   6 - 21
   7 - 22 - 25
   8 - 26 - 30
   9 - 31 or older



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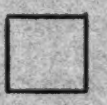
8. How many students were in your high school graduating class?
   1 - Under 100
   2 - 100 - 199
   3 - 200 - 499
   4 - 500 - 999
   5 - 1,000 and over



8

9. What is the highest level of formal education attained by your father?

1 - Junior high or less
2 - Some high school
3 - High school graduate
4 - Some college
5 - College degree
6 - Postgraduate degree

☐ 9

10. What is the highest level of formal education attained by your mother?
(Use the same code as in 9)

☐ 10

11. What was your average grade in high school?

1 - A or A+
2 - A-
3 - B+
4 - B
5 - B-
6 - C+
7 - C
8 - D

☐ 11

12. To how many colleges other than this one did you actually apply for admission?

1 - No other
2 - One
3 - Two
4 - Three
5 - Four
6 - Five
7 - Six or more

☐ 12

13. From how many colleges did you receive acceptances?
(Use the same code as in 12)

☐ 13

14. Which of the following apply to you:

1 - I came to this college from high school
2 - I came to this college from another junior college
3 - I came to this college from a four-year college or university
4 - I came to this college from some other training school

☐ 14

The following items deal with accomplishments that might possibly apply to your high school years. Respond to each item by using the following code:

1 - Yes
2 - No

15. Was elected president of one or more student organizations (recognized by the school) ☐ 15

16. Received a high rating (Good, Excellent) in a <u>state</u> or <u>regional</u> contest ☐ 16

17. Participated in a <u>state</u> or <u>regional</u> speech or debate contest ☐ 17

18. Had a major part in a play ☐ 18

19. Won a varsity letter (sports) ☐ 19

20. Won a prize or award in an art competition ☐ 20

21. Edited the school paper, yearbook, or literary magazine ☐ 21

22. Had poems, stories, essays, or articles published ☐ 22

23. Participated in a National Science Foundation summer program ☐ 23

24. Placed (first, second, or third) in a <u>state</u> or <u>regional</u> science contest ☐ 24

25. Was a member of a scholastic honor society ☐ 25

26. Won a Certificate of Merit or Letter of Commendation in the National Merit Program ☐ 26

27. How would you rate the educational opportunities offered by your high school in regard to preparation for college work?

1 - Very inferior
2 - Inferior
3 - Good
4 - Very good
5 - Superior

☐ 27

28. How satisfied were you with your academic achievement in high school?

1 - Thoroughly dissatisfied
2 - Somewhat dissatisfied
3 - Satisfied
4 - Thoroughly satisfied

☐ 28

29. In reviewing your high school years, do you feel you had an inspirational teacher who was a recognized teacher of excellence in his or her field?

1 - Yes
2 - No

☐ 29

30. If your answer to the previous question was <u>yes</u>, in which of the following subject-matter areas was this teacher?

1 - Mathematics
2 - Social sciences
3 - English and speech
4 - Science
5 - Foreign languages
6 - Vocational (home economics, agriculture, business, industrial arts, etc.)
7 - Music
8 - Art
9 - Physical Education

☐ 30

31. How would you rate yourself in terms of intellectual curiousity? (Do you frequently ask yourself why a particular thing is so or how do I know it is true?)

1 - Considerably below average
2 - Somewhat below average
3 - Average
4 - Somewhat above average
5 - Considerably above average

☐ 31

32. How would you rate yourself in terms of willingness to stand discomfort (a cold, illness, etc.) in completion of a given task?

1 - Considerably below average
2 - Somewhat below average
3 - Average
4 - Somewhat above average
5 - Considerably above average

☐ 32

33. How would you rate yourself in terms of willingness to spend time, <u>beyond the ordinary schedule</u>, in completion of a given task?

1 - Considerably below average
2 - Somewhat below average
3 - Average
4 - Somewhat above average
5 - Considerably above average

☐ 33

34. How would you rate yourself in terms of questioning the absolute truth of statements from textbooks, newspapers, and magazines or of statements made by persons in position of authority such as teachers, lecturers, and professors?

1 - Considerably below average
2 - Somewhat below average
3 - Average
4 - Somewhat above average
5 - Considerably above average

☐ 34

35. What attitude was characteristic of your parents about your going to college?

1 - Did not want me to go
2 - Did not care whether I went
3 - Wanted me to go to college

☐ 35

36. What influence did your high school teachers have on your plans to go to college?

1 - Discouraged me from going to college
2 - Expressed no opinion
3 - Encouraged me to go to college

☐ 36

37. What is the highest academic degree that you intend to obtain?

1 - None
2 - Associate of Arts (or equivalent)
3 - Bachelor's degree (B.A., B.S., etc.)
4 - Master's degree (M.A., M.S., etc.)
5 - Doctor of Philosophy or Doctor of Education
6 - Doctor of Medicine, Doctor of Dental Surgery, or Doctor of Veterinary Medicine
7 - Bachelor of Laws, Doctor of Law, or Doctor of Jurisprudence
8 - Bachelor of Divinity

☐ 37

38. Do you have any concern about your ability to finance your junior college education?

1 - None (I am confident that I will have sufficient funds)
2 - Some concern (but I probably will have enough funds)
3 - Major concern (not sure I will be able to complete college)

☐ 38

39. Are you a twin?
    1 - No
    2 - Yes, identical
    3 - Yes, fraternal (same sex)
    4 - Yes, fraternal (opposite sex)

39

40. Is your twin enrolled in this junior college?
    1 - Yes
    2 - No

40

Through what source do you intend to finance your education this year? Respond to each item by using the following code:
    1 - Major source
    2 - Minor source
    3 - Not a source

41. Personal savings and/or employment

42. Parental or family aid

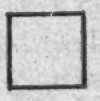
43. Repayable loan

44. Scholarship, grant, or other gift

41
42
43
44

45. What is your best estimate of the total income of your parental family (not your own family if you are married)? Consider annual income from all sources before taxes.

    0 - Less than $4,000
    1 - $ 4,000 - $ 5,999
    2 - $ 6,000 - $ 7,999
    3 - $ 8,000 - $ 9,999
    4 - $10,000 - $14,999
    5 - $15,000 - $19,999
    6 - $20,000 - $24,999
    7 - $25,000 - $29,999
    8 - $30,000 or more
    9 - I have no idea



45

Below is a list of 63 fields of study. Examine the entire list. After you have examined the entire list, write the numbers of your preferences (The three fields of study which most appeal to you).

First choice		46
Second choice		47
Third choice		48

1. Architecture
2. English (literature)
3. Fine arts
4. Journalism (writing)
5. Foreign language
6. Music
7. Speech and drama
8. Theology
9. Biology (general)
10. Biochemistry
11. Biophysics
12. Botany
13. Zoology
14. Accounting
15. Business administration
16. Electronic data processing
17. Secretarial studies
18. Aeronautical engineering
19. Civil engineering
20. Chemical engineering
21. Electrical engineering
22. Industrial engineering
23. Mechanical engineering
24. Chemistry
25. Earth science
26. Mathematics
27. Physics
28. Statistics
29. Health Technology (medical, dental, laboratory)
30. Nursing
31. Pharmacy
32. Predentistry
33. Prelaw
34. Premedical
35. Preveterinary
36. Therapy (occupational, physical, speech, music)
37. Anthropology
38. Economics
39. Elementary school teaching
40. Secondary school teaching
41. History
42. Political science (government, international relations)
43. Psychology
44. Social work
45. Sociology
46. Agriculture technologies
47. Communications (radio, T.V., etc.)
48. Electronics (technology)
49. Forestry
50. Home economics
51. Industrial arts
52. Library science
53. Recreation
54. Pilot training
55. Construction trades (including carpentry)
56. Drafting
57. Machinist trades
58. Mechanical trades
59. Printing
60. Salesmanship
61. Cosmetology
62. Retailing
63. Law enforcement

49. After you complete your work in this college, do you intend to continue your education?

1 - Yes
2 - No

49 ☐

50. If your answer to question 49 was yes, what kind of school will you attend?

50 ☐

Public
0 - This junior college
1 - Another junior college
2 - Teachers college
3 - State college
4 - State university
5 - Vocational school

Private
6 - Junior college
7 - Liberal Arts College
8 - Teachers college
9 - University
10 - Business, trade, (or other)

Below is a list of 51 occupations. After you have examined the entire list, write the three numbers in terms of the following code:

Your probable career occupation ☐ 51

Your father's occupation ☐ 52

Your mother's occupation ☐ 53

1. Accountant or actuary
2. Actor or entertainer
3. Architect
4. Artist
5. Business (clerical)
6. Business executive (management, administrator)
7. Business owner or proprietor
8. Business salesman or buyer
9. Clergyman (minister, priest)
10. Clinical psychologist
11. College teacher
12. Computer programmer
13. Conservationist or forester
14. Dentist (including orthodontist)
15. Dietitian or home economist
16. Engineer
17. Farmer or rancher
18. Foreign service worker (including diplomat)
19. Housewife
20. Interior decorator (including designer)
21. Interpretor (translation)
22. Lab technician or hygienest
23. Law enforcement officer
24. Lawyer (attorney)
25. Military service (career)
26. Musician (performer, composer)
27. Nurse
28. Optometrist
29. Pharmacist
30. Physician
31. School counselor
32. School principal or superintendent
33. Scientific researcher
34. Social worker
35. Statistician
36. Therapist (physical, occupational, speech, music)
37. Elementary school teacher
38. Secondary school teacher
39. Veterinarian
40. Writer or journalist
41. Skilled trades
42. Laborer (unskilled)
43. Semi-skilled worker
44. Construction trades (including carpentry)
45. Drafting
46. Machinist trades
47. Technical trades
48. Printing
49. Salesmanship
50. Retailing
51. Agricultural technician

Indicate the importance to you personally of the following persons or events in your decision to enroll in this college by using the following code:

1 - Major influence
2 - Minor influence
3 - Not relevant

54.	Parents or other relatives	54
55.	High school teacher	55
56.	High school counselor	56
57.	Friends attending this college	57
58.	Professional counseling or college placement service	58
59.	Graduate or representative from this college	59
60.	Athletic program of this college	60
61.	Other extracurricular activities	61
62.	Social life of the college	62
63.	Opportunity to live away from home	63
64.	Low cost	64
65.	Academic reputation of the college	65
66.	Mostly the students are like me	66
67.	Opportunity to live at home	67
68.	Opportunity to attend school close to home	68

Mark each of the items by using the following code:

1 - Yes
2 - No

69. I live at home

70. I live in college housing (dormitory)

71. I live in a private home (other than my own)

72. I live in an apartment or house by myself (or with other students)

73. My home is within this junior college district

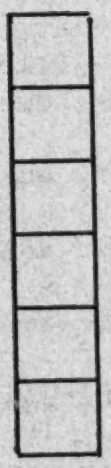
74. My home is outside of Kansas

75. I live in Kansas but outside of this junior college district

76. I drive a car or ride with others to school

77. If your answer to question 76 is yes, how many miles must you travel?

1 - Under 10 miles
2 - 10 to 24 miles
3 - 25 to 50 miles
4 - Over 50 miles



69
70
71
72
73
74
75
76
77

Rate yourself on each of the following traits as you really think you are when compared with the average student of your own age in this college. We want the most accurate estimate of how you see yourself. Use the following code:

1 - Highest 10 per cent
2 - Above average
3 - Average
4 - Below average
5 - Lowest 10 per cent

78.	Academic ability	78
79.	Athletic ability	79
80.	Artistic ability	80
81.	Cheerfulness	81
82.	Defensiveness	82
83.	Drive to achieve	83
84.	Leadership ability	84
85.	Mathematic ability	85
86.	Mechanical ability	86
87.	Originality	87
88.	Political conservatism	88
89.	Political liberalism	89
90.	Popularity	90
91.	Popularity with the other sex	91
92.	Public speaking ability	92
93.	Self-confidence (intellectual)	93
94.	Self-confidence (social)	94
95.	Sensitivity to criticism	95
96.	Stubbornness	96
97.	Understanding others	97
98.	Writing ability	98

To what extent do you think each of the following describes the psychological climate or atmosphere at this college? (Skip items 99 - 106 if you are not a second-year student in this college.)

1 - Very Descriptive
2 - In Between
3 - Not at all Descriptive

99.	Intellectual		99
100.	Snobbish		100
101.	Social		101
102.	Victorian (Narrow in opinion or expression particularly regarding conduct)		102
103.	Practical or realistic		103
104.	Warm		104
105.	Broad Minded		105
106.	Highly Organized		106

Answer each question as you think it applies to this college? (Skip items 107 - 113 if you are not a second-year student at this college.)

1 - Yes
2 - No

107.	The students are under a great deal of pressure to get high grades		107
108.	The student body is apathetic and has little "school spirit"		108
109.	Most of the students are of a very high calibre academically		109
110.	There isn't much to do except to go to class and study		110
111.	Athletics are overemphasized		111
112.	The classes are usually run in a very informal manner		112
113.	Most students are more like "numbers in a book"		113

Indicate the degree of influence that each of the following had on you toward entering college:

1 - Major influence
2 - Minor influence
3 - No influence at all

114.	To improve my ability to think	114
115.	To broaden my interests	115
116.	To develop an interest in cultural expression	116
117.	To discover my interest	117
118.	To develop a skill for a job	118
119.	To meet and understand others	119
120.	To have social contacts	120
121.	To become more self-reliant	121
122.	To better understand myself as a person	122
123.	To learn to live and work with others	123
124.	To become more independent	124
125.	To prepare for a more difficult school	125
126.	I didn't have anything else to do	126

127. About how many hours per week do you expect to work while attending college?

1 - Do not expect to work
2 - 1 to 5 hours per week
3 - 6 to 10
4 - 11 to 20
5 - 21 to 30
6 - 30 or more

127

If this is your first-year in college, respond to the items in terms of your high school experience. If you are a second-year college student, respond to the items in terms of your college experience.

128. I will respond to questions 129 through 133 in terms of my:
    1 - High school experience
    2 - College experience

128

For items 129, 130, 131, 132 and 133, select only one response and enter the number in the square to the right of the item.

129. During your last full year in school, how many times did you and a counselor sit down together, by yourselves, to talk about something of concern and interest to you.
    1 - None
    2 - 1 - 3
    3 - 4 - 10
    4 - More than 10

129

130. In your experience as a student, does it seem to you that most people who go to see a counselor go to talk about:
    1 - Vocational plans
    2 - Educational plans or problems
    3 - Problems of a personal nature that do not fit either of the above categories
    4 - Go because they are sent or referred by a teacher, parent, or administrator

130

131. My scores on most of the scholastic aptitude tests, interest tests, and other special kinds of tests I have taken while in high school or college:
    1 - Have usually been explained to me in private
    2 - Have usually been explained to me along with others in a group
    3 - Have never been explained to me

131

132. The standardized tests (ability, interest, personality, achievement, etc.) I have taken:
    1 - Have helped me to better understand myself or what I want to do
    2 - Have not been very helpful to me
    3 - Have been more confusing than helpful
    4 - Have left me with a bad feeling about tests in general

132

133. If I were to describe what a counselor is most like, I would say:
    1 - a teacher
    2 - a principal or dean
    3 - parent
    4 - minister
    5 - friend
    6 - doesn't seem like any of these

133

134. Many students have considered talking to a counselor. Sometimes, however, certain considerations cause them to decide against it. Was this ever true of you?

1 - Yes
2 - No

☐ 134

If your answer to question 134 was <u>yes</u>, use the following code in responding to items 135 - 144.

1 - Was not considered
2 - Was a minor consideration that added to your reluctance
3 - Concerned you quite a bit
4 - One of the main reasons for not going

135. So little time available when both you and the counselor could meet ☐ 135

136. Decided counselor was too busy to see you ☐ 136

137. Was afraid counselor might say something to someone else about what was discussed ☐ 137

138. Didn't think he would know how to help with the problem ☐ 138

139. Didn't think your parents would approve ☐ 139

140. Didn't want other students to see you going to the counselor's office ☐ 140

141. Afraid the counselor wouldn't understand ☐ 141

142. Afraid that the things you wanted to talk to someone about were not the kinds of things counselors talk about ☐ 142

143. Decided it was too personal a matter to share with anyone ☐ 143

144. Talked about the thing you were concerned about with a parent or friend and decided you didn't need to talk to anyone else ☐ 144

If you utilized the services of the guidance program or the services of the counselor for any of the reasons listed for items 145 - 157, indicate how helpful you felt the services were by using the following code: (Do not mark the item if it was of no concern to you.)

1 - Very helpful
2 - Helpful
3 - Not very helpful

145.	Problems about grades	145
146.	Information about jobs	146
147.	Information about colleges	147
148.	Problems of getting along at school	148
149.	Problems of getting along at home	149
150.	Getting part-time or summer jobs	150
151.	Planning what courses to take	151
152.	Thinking about what career to choose	152
153.	Understanding what kind of person you are	153
154.	Getting and filling out the right forms and questionnaires needed for applications for college admission, for scholarships, or for jobs	154
155.	Information about the draft and about the opportunities available in the armed services	155
156.	Information about training programs other than junior college or college	156
157.	Just to talk about some things	157

158. If you have attended college other than this one, please list the college and the dates you attended.

_____ _____

_____ _____

_____ _____

Leave these items blank:

159. _____ 162. _____

160. _____ 163. _____

161. _____